

State of the State



What do we know about DC's high school students with disabilities?

Graduation

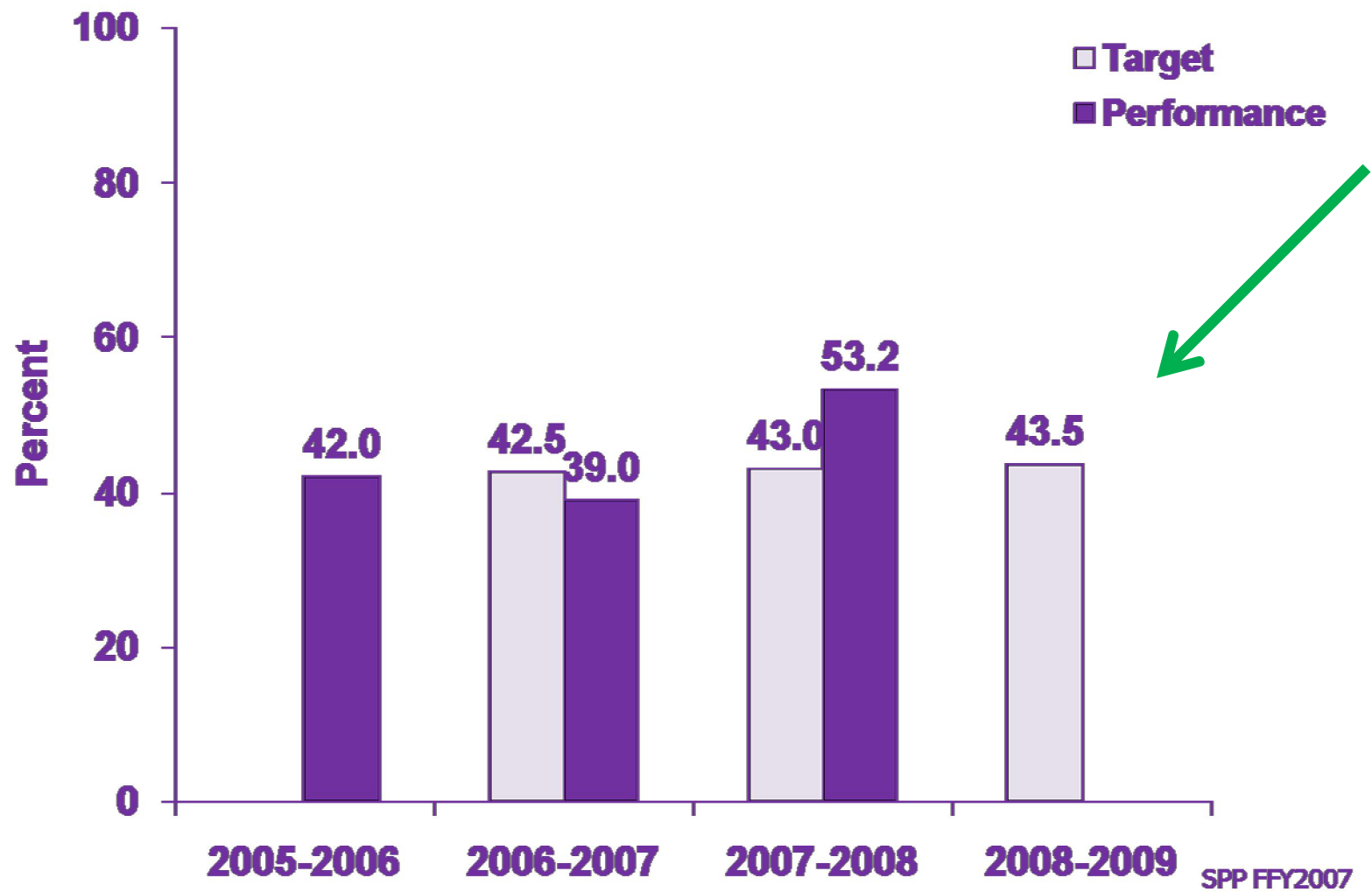
- **Definition--** during the current school year, for students ages 14-21.

of graduates with IEPs receiving a regular diploma

**# of graduates +
of all students received certificates of IEP +
of students who dropped out +
who reached maximum age**

- Gathered using the Interim Collection Tool, spreadsheets, STARS and OLAMS, and align with the 618 data
- **Source data** – State Performance Plan FFY 2007;

Graduation



Drop Out

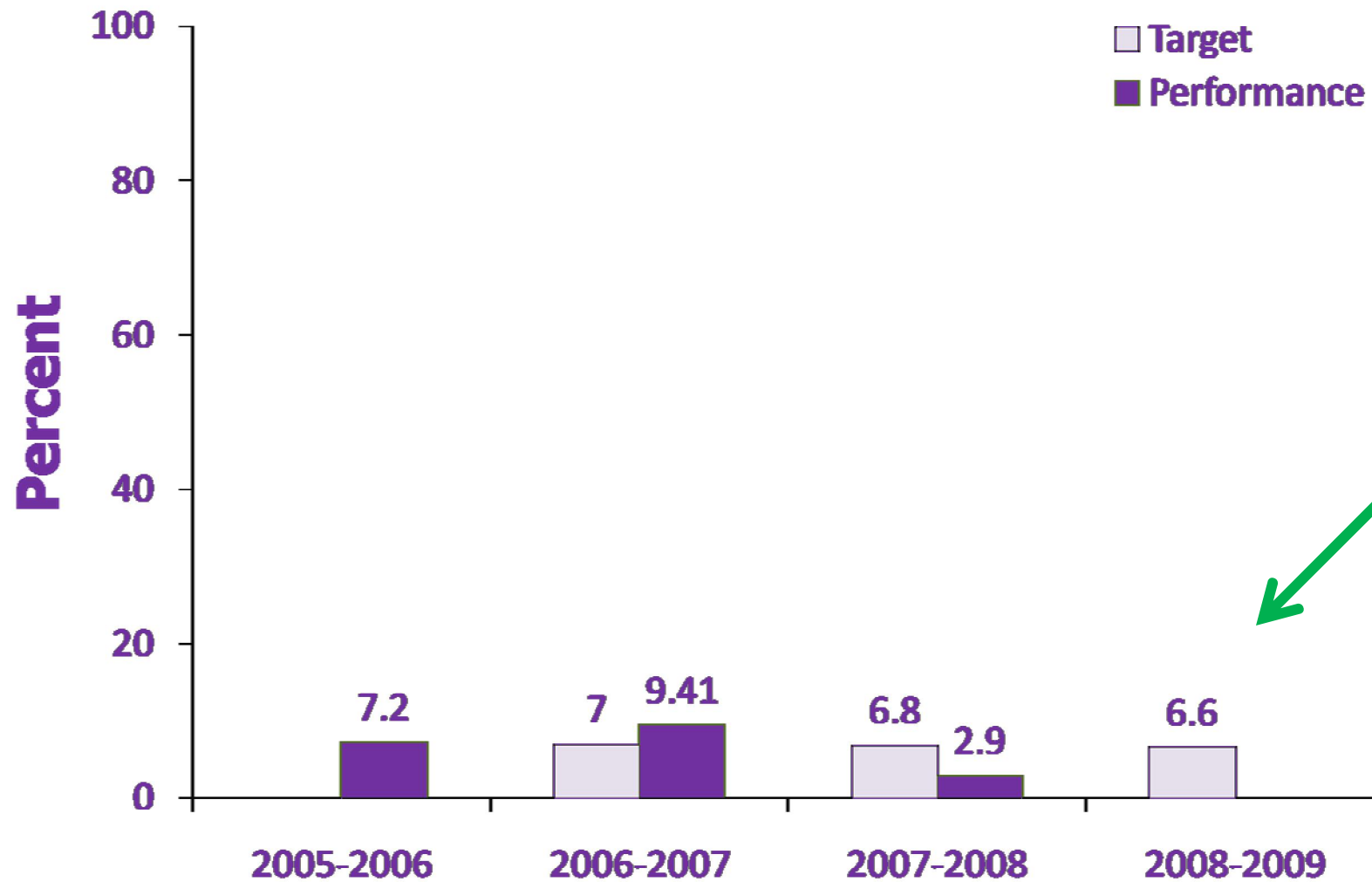
- **Definition** – Any student who was in attendance on the date of the official count of one school year and not in attendance on the official date of the following school year. They may have left school for any of the following reasons:
 - No show/ Nonattendance
 - Whereabouts unknown
 - Work
 - Voluntary (e.g., marriage, military, hardship)
 - Adult education that is not part of the district instructional program

Total # of dropouts (students with IEPs) from grades 7 – 12

Total enrollment in grades 7 - 12

- Gathered using the Interim Collection Tool, spreadsheets, STARS and OLAMS, and align with the 618 data
- **Source data** – State Performance Plan (FFY 2007)

Drop Out



Improvement Activities

- Technical assistance
- Special ed

What does this mean to you?

As a school district...

- Analyze District Data
- Compare and Contrast District Data
 - School → School
 - District → State
 - District → District
- Review Policies and Practices
- Review/Revise/Develop Improvement Plan
- Provide Resources
- What else...?

As an Administrator or Coordinator...

- Tracking Academic Achievement
- Analyzing Assessment Results
- Reviewing Suspension or Expulsion
- Monitoring Behavior Problems
- Providing Adult Mentors
- Developing ways to improve data collection
- Developing methods to follow the progress of students
- What else ...?

As a Teacher/Transition Specialist:

- Providing connection to school community
- Determining your role in the District Improvement Plan
- Researching programs to help improve the graduation in your classes/area of expertise
- Assisting with Appropriate Peer Relationships
- Determining resources you need
- Mentoring
- Person Center Planning
- Setting Goals for the Future
- What else...?

As a Parent:

- Options: What districts, schools, programs will we choose
- Choices: Courses of Study/ Diploma v. certificate
- Extracurricular activities
- Socialization
- Goal building/future planning
- What else...?

As a Service Provider ...

- How many youth will qualify
- What services are needed
- Are agency and business linkages in place
- What else...?

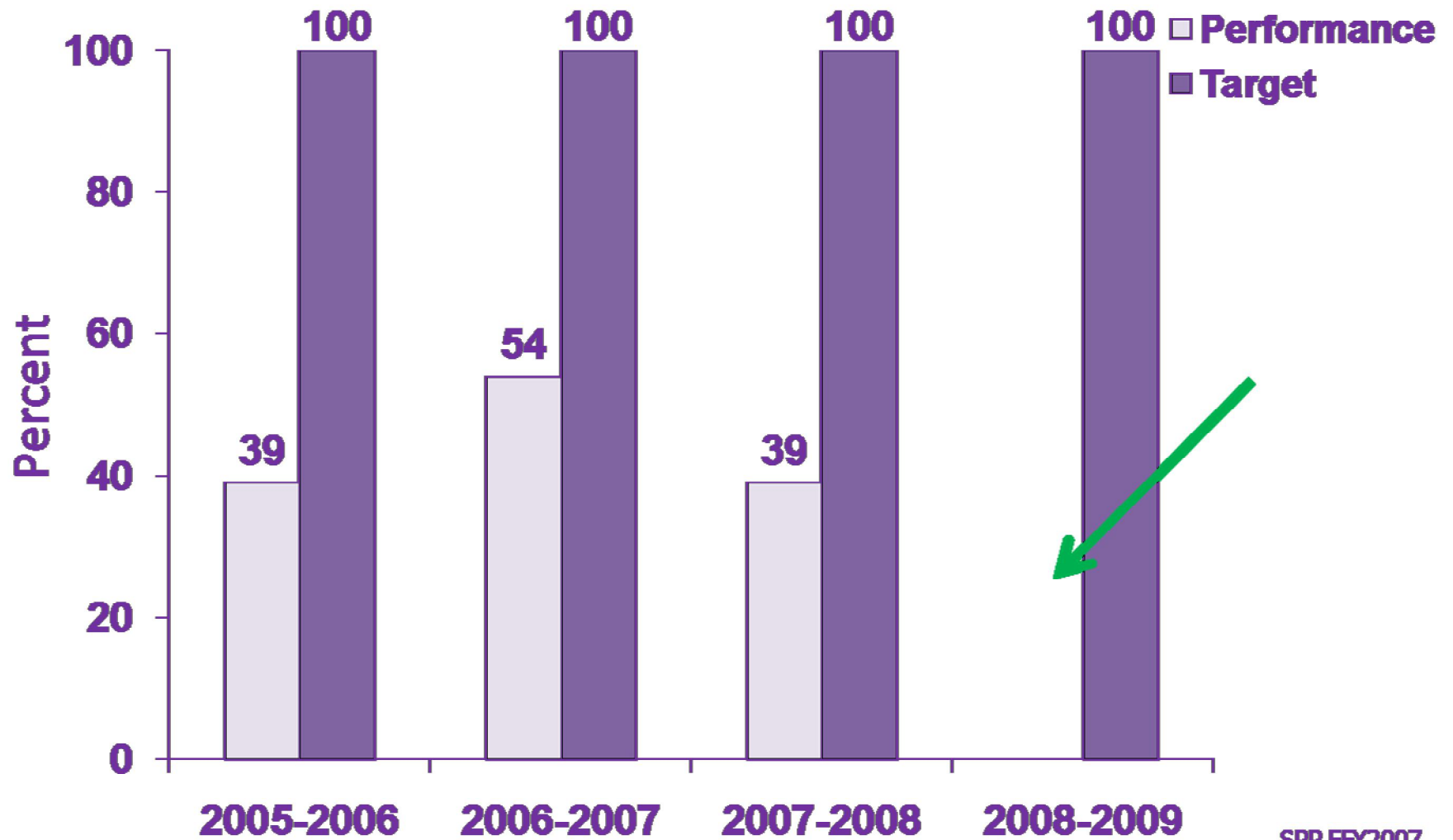
Transition Services

- **Definition**

Percentage = (# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

- **Source data** – State Performance Plan FFY 2007

Transition Services



What does this mean to you?

Post School Outcomes

- **Definition** - Percent = $\left[\left(\begin{array}{l} \# \text{ of youth who had IEPs, are} \\ \text{no longer in secondary school} \\ \text{have been competitively employed,} \\ \text{enrolled in some type of postsecondary school, or} \\ \text{both, within one year of leaving high school} \end{array} \right) \right]$

divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

- **Source data** – State Performance Plan FFY 2007

Post School Outcomes – Definitions

Engagement:

- competitively employed, or in postsecondary school, or both

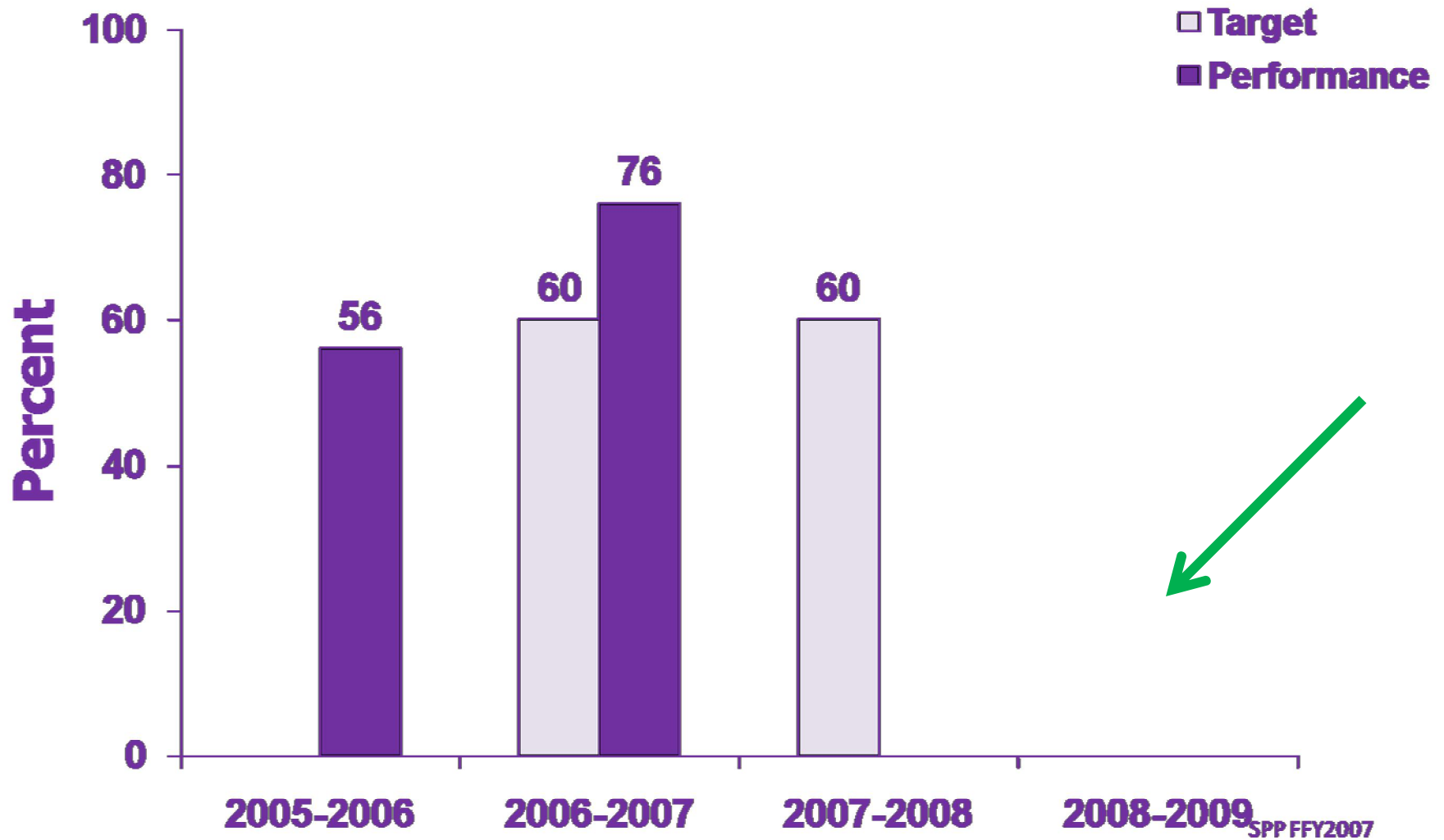
Competitive employment:

- Work in the competitive labor market
- performed on a full-time or part-time basis
- in an integrated setting,
- is compensated at or above the minimum wage,
- Includes military service

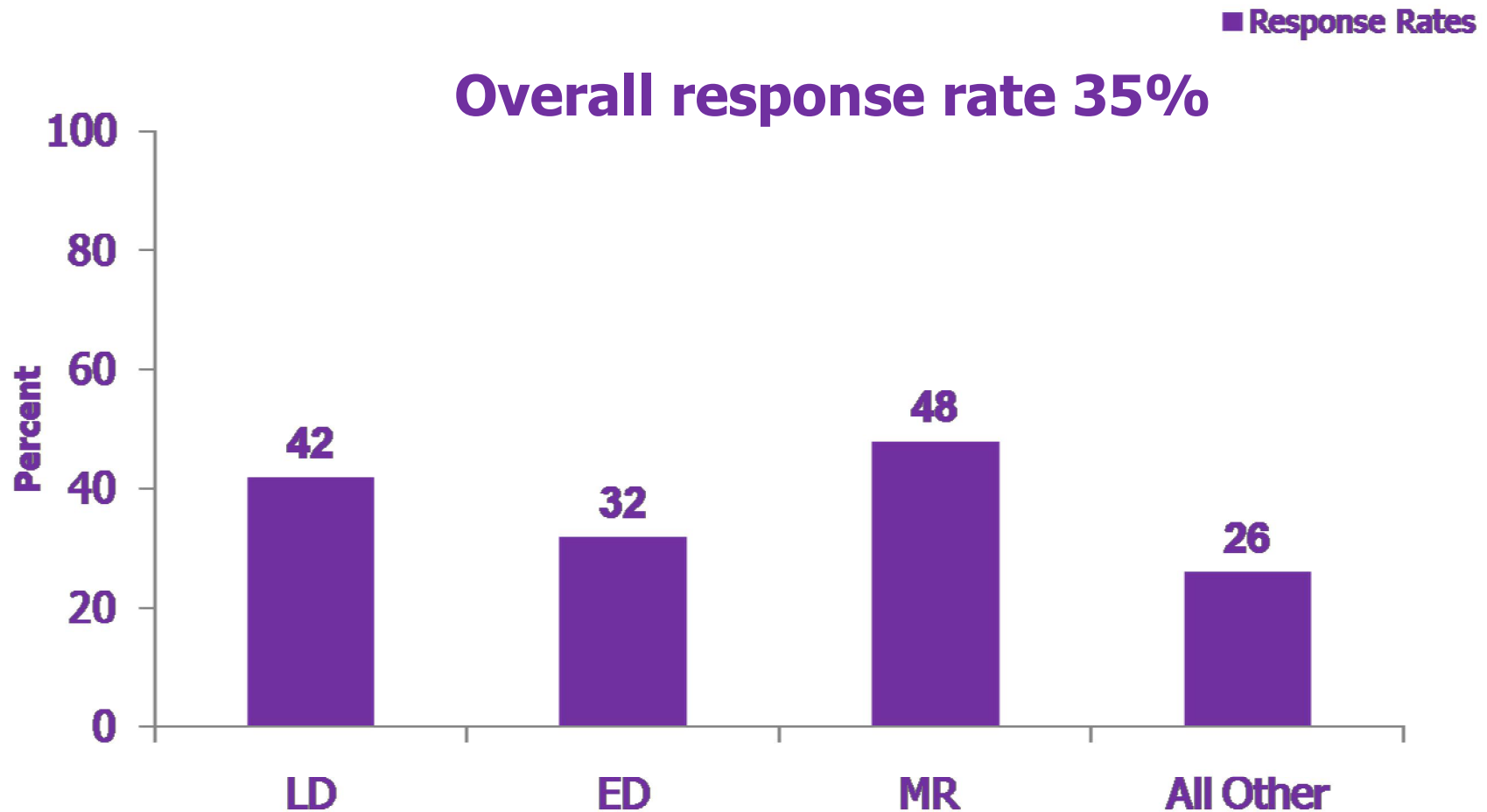
Postsecondary school:

- course work at any college, university, community college, trade school, distance learning, or vocational training school
- enrollment is part-time or full-time.

Post School Outcomes – Engagement Rate



Post School Outcomes – Response Rates – Disabilities



Post School Outcomes – Representativeness

NPSO Response Calculator

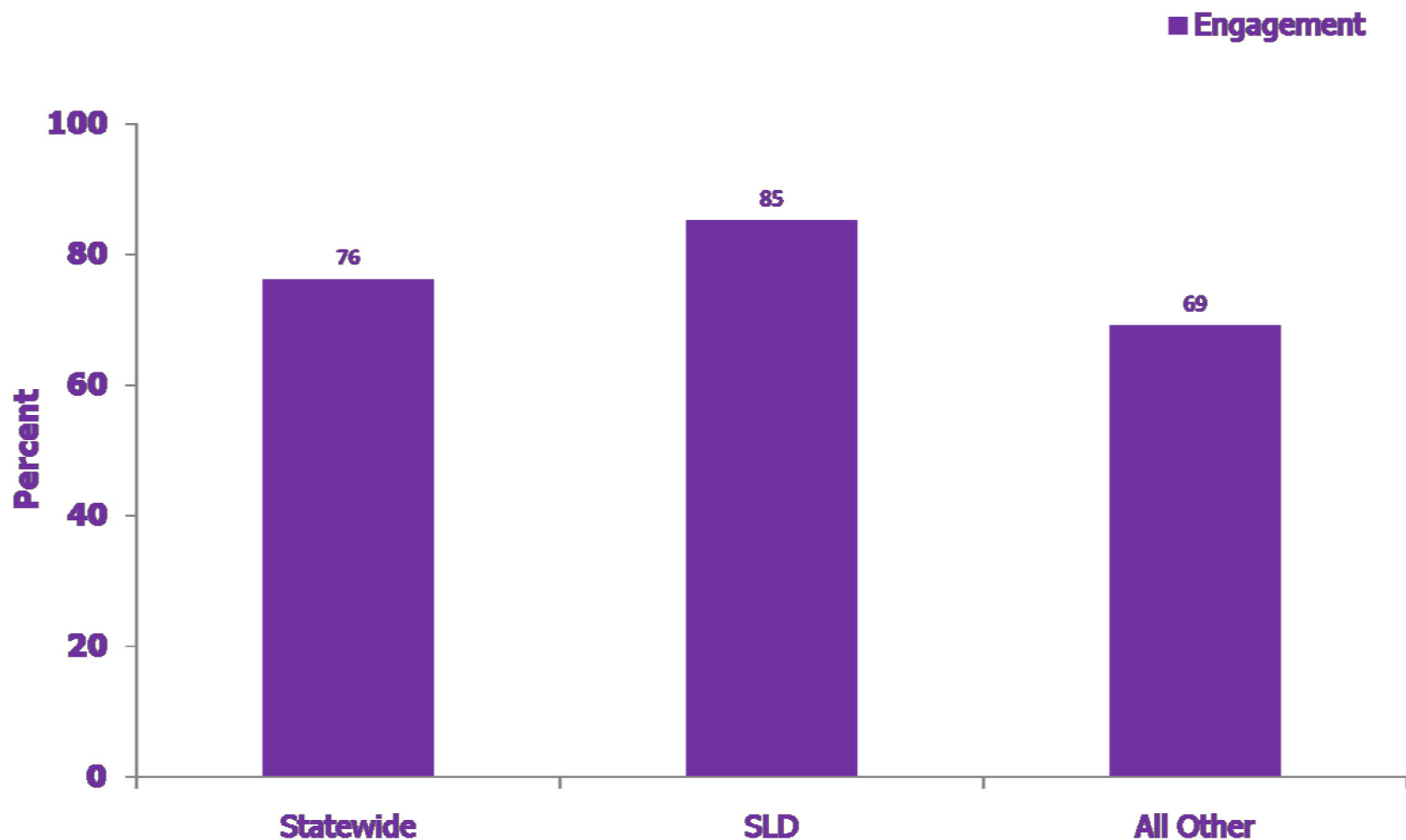
Representativeness



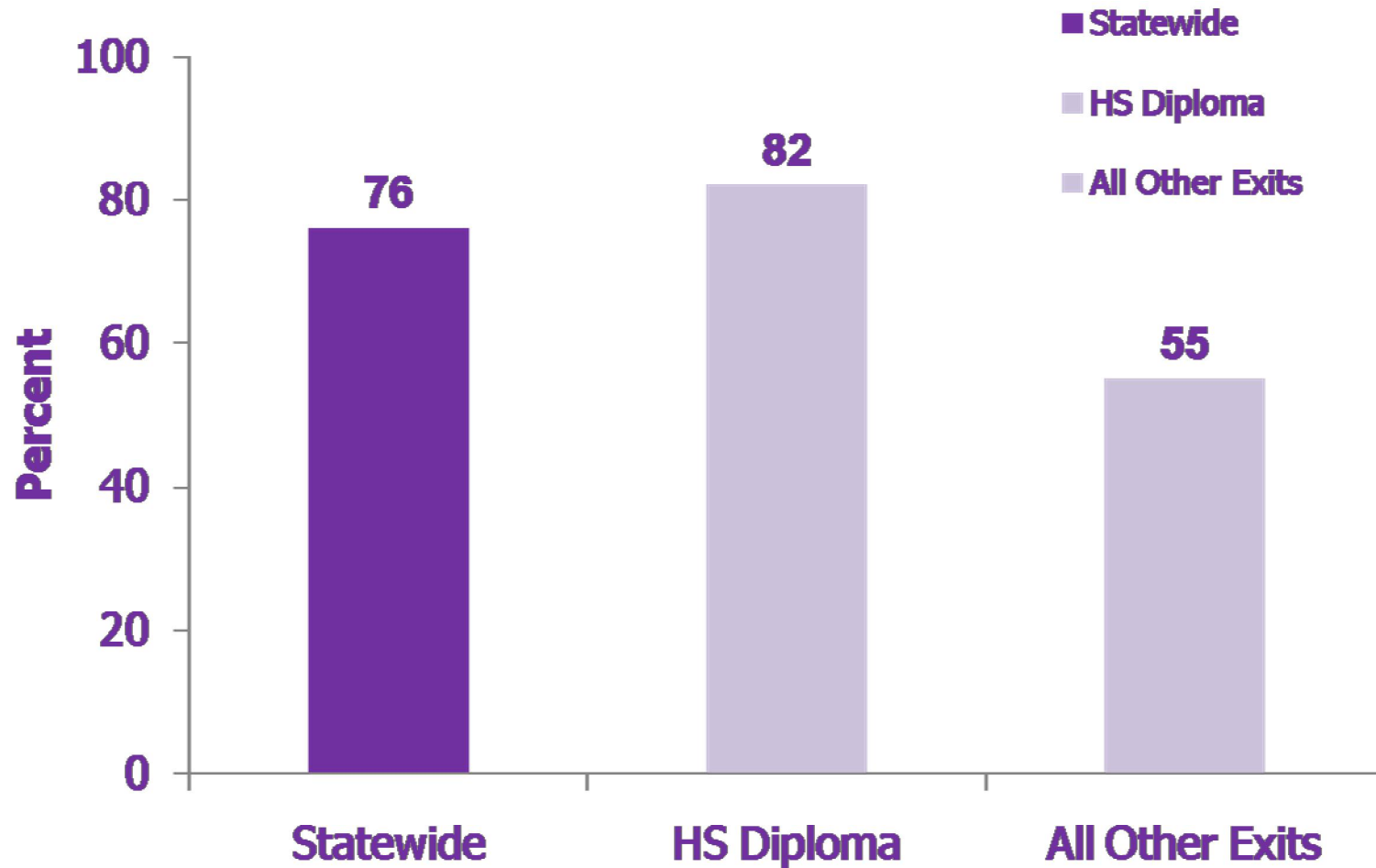
	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	556	217	71	50	218	192	500	0	32
Response Totals	194	91	23	24	56	66	173	0	7
Target Leaver Representation		39.03%	12.77%	8.99%	39.21%	34.53%	89.93%	0.00%	5.76%
Respondent Representation		46.91%	11.86%	12.37%	28.87%	34.02%	89.18%	0.00%	3.61%
Difference		7.88%	-0.91%	3.38%	-10.34%	-0.51%	-0.75%	0.00%	-2.15%

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in **red**. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at <http://www.psocenter.org/collecting.html>.

Post School Outcomes – Engagement Rate - Disability



Post School Outcomes – Engagement Rate – Method of Exit



Reasons for not working

- I am enrolled in school – 41%
- I am looking for a job; haven't found one yet – 8%
- I lack the skills needed – 8%
- Poor health/disability prevents – 4%
- I don't want to work – 3%

Reasons for not enrolling in postsecondary education

- I am working – 27%
- I don't want to go to postsecondary education – 10%
- I lack the skills needed – 8%
- Poor health/disability prevents – 5%
- I plan to enroll – 5%

Reasons for dropping out

- I don't know – 25%
- I couldn't keep up with school work; failing – 25%

What would have helped you stay in school?

- No response/Don't know/nothing – 69%
- More understanding teachers – 13%
- More help with school -- 13%

What does this mean to you?

Linking Transition Indicator Data to Improve Outcomes

